



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

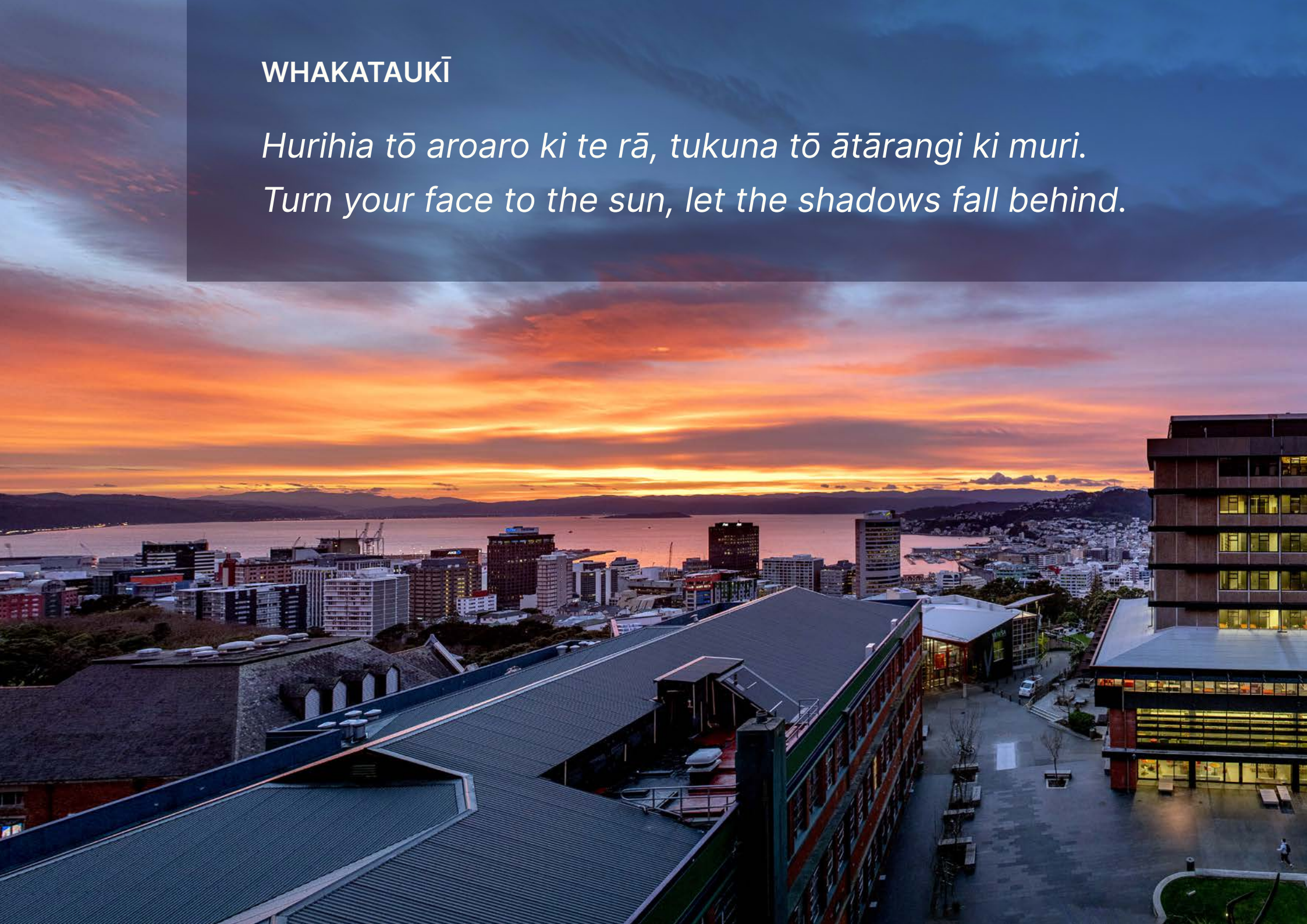
TE HERENGA WAKA—VICTORIA UNIVERSITY OF WELLINGTON

Ki te rā— Student Wellbeing Outcomes Framework 2024-2030

**CAPITAL
THINKING.
GLOBALLY
MINDED.**
MAI I TE IHO KI TE PAE

WHAKATAUKĪ

*Hurihia tō aroaro ki te rā, tukuna tō ātārangi ki muri.
Turn your face to the sun, let the shadows fall behind.*





KUPU WHAKATAKI FOREWORD

At Te Herenga Waka—Victoria University of Wellington, we are committed to sustaining and enhancing student wellbeing. We continue to work towards honouring Te Tiriti o Waitangi, and we are a values-based community that places the wellbeing and safety of our students at our core. We have a strong focus on student wellbeing in our [Strategic Plan](#) and we are a restorative and health promoting University. Across many disciplines we contribute to the understanding and advancement of wellbeing through research. We have academic and professional staff dedicated to the personal and academic development of students and responding to wellbeing concerns. Our student leaders support their peers and advocate for environments and approaches that enhance wellbeing.

Ki te rā—Student Wellbeing Outcomes Framework is designed to build on the outstanding work we already do to advance student wellbeing. We have seized the opportunity the Pastoral Care Code provides to complement our primarily support and response-focused approach to wellbeing, with key outcomes that will enhance student wellbeing, prevent poor wellbeing, and empower students to thrive while reaching their academic and personal potential.

In implementing Ki te rā, we will: embed wellbeing into the fabric of our university; take meaningful action to address the causes of poor wellbeing; empower students to participate in opportunities to enhance their wellbeing; and equip our community to confidently recognise and respond to students whose wellbeing, safety or behaviour is of concern and refer to appropriate support.

I acknowledge the many students and staff that have thoughtfully contributed to the formation of Ki te rā. Across disciplines, services, and students, we are bountiful in academic, professional, and lived wellbeing expertise. This wealth of knowledge has been hugely valuable during the development of this Framework.

Dr Logan Bannister
Deputy Vice-Chancellor (Students)

HEI WHAKAMĀRAMA I TE HAUORA

DEFINITION OF WELLBEING

There are many ways to think about wellbeing and how it can be measured. The following definition of wellbeing guides our focus:

Wellbeing is a state of dynamic equilibrium in which we have the psychological, social, and physical resources to nurture Mauriora, Waiora, Taha Wairua, Toiora, Taha Whānau, and Te Oranga (cultural identity, physical environment, spiritual wellbeing, healthy lifestyles, family and social wellbeing, and participation in society). As a result, we can lead fulfilling lives with Ngā Manukura and Te Mana Whakahaere (leadership and autonomy).

At Te Herenga Waka—Victoria University of Wellington, this means that we act with integrity to address the diverse needs of our community and cultivate a respectful culture and environment that enables all students to thrive, fully participate in university life, and achieve their academic and personal potential. This is a collectively negotiated state and recognises the responsibility of caring for ourselves and the interconnections between us, and the environments and systems that connect us.



WHANONGA PONO

PRINCIPLES

The following principles guide Ki te rā and those implementing it:

- ▶ Honour Te Tiriti o Waitangi and weave mātauranga Māori into our understanding of, and approach to wellbeing.
- ▶ Reflect the ethnically diverse nature of our community, with a particular focus on enriching our approach to wellbeing with Pasifika knowledge.
- ▶ Embrace the cultural diversity of our community to ensure our approach to wellbeing is inclusive of those more likely to experience disadvantage such as those with English as a second language and those named in our Equity and Diversity Framework including: LGBTQIA+ and Takatāpui, students from a refugee background, disabled people, tangata whaikaha Māori, and students from low socioeconomic backgrounds.
- ▶ Embed wellbeing into all aspects of our university culture.
- ▶ Take a robust evidence-based approach gathered from relevant literature, wellbeing expertise and best practice.
- ▶ Meaningfully engage students, including those with lived experience of mental distress, as participants in, and leaders of our culture of wellbeing.
- ▶ Recognise that staff wellbeing is interconnected with student wellbeing.
- ▶ Nurture environments that promote and support student wellbeing and take responsibility to address the known causes of poor wellbeing.
- ▶ Use a holistic perspective that considers the broad determinants of wellbeing, recognising that while experiencing manageable levels of stress can be healthy, poor wellbeing can negatively impact on academic learning, performance, and enjoyment of the University experience.

NGĀ TŪTOHU O TE HAUORA WELLBEING INDICATORS

To measure the impact of Ki te rā, we need to understand the state of student wellbeing for both current and potential future students.

The WHO-5 Wellbeing Index provides a useful evidence-based tool for self-reporting current states of wellbeing. It measures subjective wellbeing over the last two weeks. The total raw score ranges from 0 to 25, with a score below 13 indicating poor wellbeing and a score of 13 through to 25 indicating good to excellent wellbeing.

If students have a 'good to excellent' WHO-5 Wellbeing Index Score, we can reasonably assume they have a healthy level of functioning that enables them to fully engage in their studies.

To measure the state of student wellbeing, in the Student Voice—Have Your Say Survey we use the WHO-5 Wellbeing Index along with additional health and wellbeing questions recommended by the Student Experience in the Research University (SERU).

While our current wellbeing indicators are useful, the literature now acknowledges that wellbeing and illbeing coexist and are not simply opposites of each other. We do not currently clearly measure illbeing and this could be considered in future to recognise that students harbour thoughts, often simultaneously, of wellbeing and illbeing.

The Outcomes, Objectives, and Primary Actions of Ki te rā have been designed to decrease student illbeing and harm, and increase student wellbeing and safety.

Te Herenga Waka student wellbeing indicators

The Student Voice—Have Your Say Survey provides us with useful wellbeing indicators. This survey is run annually for all Te Herenga Waka students in the second trimester. The results from the 2023 survey found that less than half of students at Te Herenga Waka reported their current emotional wellbeing, mental health, ability to manage stress, get the weekly exercise they need, or get the nightly sleep they need as good or very good. Slightly more than half described their ability to eat a

balanced and nutritious diet, and their current physical health as good or very good.

The average score for students at Te Herenga Waka on the WHO-5 Wellbeing Index Score was 12 out of 25. 45% had a score of 13 or higher indicating good to excellent wellbeing; 56% has a score of 12 or lower indicating poor wellbeing. This result is similar to the results from 2022.

Aotearoa tertiary student mental health

The [*Kei Te Pai? Report on Student Mental Health in Aotearoa*](#) (New Zealand Union of Students' Association, 2018) outlines the state of tertiary students' mental health. Its findings show that young tertiary students (16 to 25 years old) are experiencing poor wellbeing and mental health issues that have *"a serious impact on their academic achievement and quality of life"*. In navigating a unique set of struggles, such as student loans, a challenging course workload and substandard living conditions, *"young tertiary students are experiencing significantly greater distress levels than what is found in the young 'non-student' population."* Pasifika students and older tertiary students were found to experience significantly lower levels of distress than their peers, however, they made up only a small percentage of the sample surveyed by the NZUSA. Levels of psychological distress for Māori respondents and Pākehā were almost the same in this study.

Aotearoa youth wellbeing indicators

The state of youth wellbeing at a national level is a concern as we prepare for future students. Youthline's 2023 State of the Generation report found that 75% of youth surveyed said mental health was the biggest issue facing their generation. The Ministry of Social Development's [*2021 What About Me? nationwide survey*](#) of young people, stated that: *"The mental health results present a worrying picture of high need for young people and show a deterioration compared to results from past surveys...In the last twelve months, just under half had felt so overwhelmed they could not cope [49%], and that life was not worth living [41%]. One-quarter had seriously thought about suicide [26%] and 12% had attempted it. Results for all questions were significantly worse for female, disabled and rainbow young people and worse for most questions for rangatahi Māori."*

MŌ TĒNEI MAHERE

ABOUT THIS FRAMEWORK

Mandate

The primary mandate for Ki te rā comes from [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#) which requires all tertiary education institutions to have strategic goals to support the wellbeing and safety of students. In 2021, a Te Herenga Waka Gap Analysis of the Code identified the necessity for an organisation-wide framework with goals that can be reported against.

Student wellbeing outcomes framework project team

The development of a Student Wellbeing Outcomes Framework was sponsored by former Provost Wendy Lerner, with Kirsty McClure as Project Director, Rachel Anderson-Smith as Project Manager, and Project Assistants Alisa Ikenaga, Claudia Comber, and Toby Leman. The project team sought advice from professional and academic staff wellbeing experts, student leadership and external wellbeing experts.

Guiding values, models, and documents

The definition of wellbeing, principles, and key outcomes have been crafted by the project team with guidance from expert advisers and have been based on the [values outlined in our Strategic Plan](#), [Te Pae Māhutonga: A Model for Māori Health Promotion](#), [Fonua Ola and Fonofale: Pacific Models of Wellbeing](#), the [Five Ways to Wellbeing](#), [Every Life Matters—He Tapu te Oranga o ia Tangata: Suicide Prevention Strategy 2019–2029 and Suicide Prevention Action Plan 2019–2024 for Aotearoa New Zealand](#) and best practice exemplars, including from the University of New South Wales. We received valuable advice from the Chair of the YOU Student Wellbeing Survey team and drew on preliminary findings released from the YOU survey. We also drew on being a Restorative University, and a Health Promoting University in line with the [Okanagan Charter](#). Health promoting universities transform the health and sustainability of our current and future societies, strengthen communities, and contribute to the wellbeing of people, places, and the planet.



Photo credit: A. Fujii (CC BY 4.0)

Audience

Ki te rā has been developed as a resource to support our community to innovatively connect what we do with the wellbeing outcomes we want to achieve. It is envisaged that all faculties, schools, and central service units, even if not named directly, will draw from this document when developing their own plans so that we can utilise our full power to collectively enhance student wellbeing.

It is also intended that students will be closely involved in delivering Ki te rā, just as they have been in developing it.

Student and staff consultation

In 2022, students and staff were invited through a Student Wellbeing Outcomes Framework survey to identify what Te Herenga Waka is doing well in supporting student wellbeing, what students and staff perceive the causes of poor student wellbeing are, and the opportunities for addressing these. The issues and solutions and definition of wellbeing were further explored in focus groups with student leaders.

The key insights from the student survey, staff survey and student focus groups were as follows. These ten insights are ordered by the combined quantity and strength of responses.

1. Reaffirm and strengthen the wellbeing culture and community at Te Herenga Waka.
2. Embed wellbeing into teaching and learning design and delivery.
3. Uphold and enhance highly regarded student services.
4. Accept, acknowledge, and celebrate identity.
5. Respond to post-pandemic expectations of flexibility, remote access, and sustainable workloads.
6. Recognise the interconnectedness of staff wellbeing and student wellbeing.
7. Establish wellbeing as a core component of our plans, policies, decisions, and systems.
8. Address campus and city safety.
9. Influence students' cost of living.
10. Understand and act on climate change.

The consultation process was designed to maximise the time and capacity for our community to engage in discussions about wellbeing and share their whakaaro (ideas). The project team was heartened that during this process staff and student leaders took the initiative to commence some of the activities they identified as important to enhancing student wellbeing.

In 2023 following the drafting of the Framework and negotiation with primary action responsibility holders, a formal final consultation was conducted. Overall, a significant majority of staff and student respondents showed support for the work undertaken, as well as wanting the progression of student wellbeing to go further and faster. Minor changes were made as a result of this feedback.

Staff wellbeing

The interconnectedness of staff and student wellbeing was recognised from the outset of the project to develop a Student Wellbeing Outcomes Framework, particularly as many staff are also students. While the Ki te rā—Student Wellbeing Outcomes Framework includes some actions that will benefit both student and staff wellbeing, it is focused on enhancing student wellbeing. The Human Resources team is leading the creation of a Kaimahi/Staff Wellbeing Framework. There has been ongoing sharing of knowledge and findings during the development phase of these frameworks, and it is expected this will continue during their implementation.

Connectivity with existing mahi

Our approach to wellbeing will be enhanced by Ki te rā, which has been crafted to align with the goals of existing frameworks and plans such as: [Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework](#); Pasifika Strategy and Plans; [Ngā Kīwai o te Kete—Student Engagement Framework](#); [Te Parahia—Sustainability Outcomes Framework](#); [Te Korou—Learning and Teaching Strategy](#); [Toiere—Guide to course learning design](#); [Digital Solutions Roadmap](#); Paerangi—Student Success Framework; the University Accommodation Pastoral Care Framework; and the [Equity, Diversity, and Inclusion Framework](#).

Ki te rā and the University's approach to wellbeing, forms one of the pillars under the Kia Haumaru, Kia Matatū—Health, Safety, and Wellbeing Strategy.

Ki te rā, and the consultation that informed it, seeks to enrich the understanding of the impact that existing initiatives can have on student wellbeing as well as providing a challenge to go further.

Resourcing

Ki te rā has been developed with financial prudence and the importance of working sustainably in mind and therefore focuses on what can be realistically delivered. Because of this, our inaugural Ki te rā—Student Wellbeing Outcomes Framework does not solely focus on ideal actions but on primary actions that can make a meaningful difference to improve wellbeing outcomes.

TE WHAKAHAERE, TE WHAKARURUHAU, ME TE AROTAKE IMPLEMENTATION, GOVERNANCE, AND REVIEW

Ki te rā was endorsed by Senior Leadership Team (Te Hiwa) on the 12th of March, 2024 and Council on the 6th of May 2024.

A Ki te rā—Student Wellbeing Outcomes Framework Working Group will have a leading role in the implementation of Ki te rā. This Working Group will be comprised of student leaders (2-3), professional (2-3) and academic staff (2-3) with wellbeing expertise. The Working Group will be guided by a 'terms of reference' and will firstly establish the phased delivery of the action plan.

The Working Group will provide regular updates to staff and students on the implementation of the Framework. The implementation of Ki te rā is supported by communications advice, and a communications plan including web pages to ensure it is easy to access.

An annual report on the progress made towards achieving the measures outlined in the Framework will be prepared by the Ki te rā—Student Wellbeing Outcomes Framework Working Group for the Director, Te Pūrengi who will report through to the Audit and Risk Committee, Student Experience Committee, Committee on University Student Pastoral Care, Te Hiwa, and Student Assembly. Responsibility holders for primary actions would contribute to this annual report by sending progression updates to the Ki te rā—Student Wellbeing Outcomes Framework Working Group.

The overall responsibility and governance of Ki te rā to ensure deliverables are met, rests with the Student Experience Committee and Deputy Vice Chancellor (Students).



The primary text of Ki te rā, including the wellbeing definition, principles and four key outcomes have been constructed to be enduring through to end 2030. The timeframe for the action plan, which includes objectives and primary actions, is to the end of 2026.

A review of Ki te rā will take place prior to 2030 and will include meaningful engagement to seek feedback and advice from students and staff. This engagement will be mindful of the importance of ensuring the voices of equity groups and diverse students, including those with lived experience of poor wellbeing are heard. The review will also incorporate advice from professional and academic staff (particularly those with wellbeing expertise).

NGĀ HUA MATUA E WHĀ

FOUR KEY OUTCOMES

Through implementation of Ki te rā, we will achieve the following four key outcomes.

Te Whakauru me te Whakarite Embed and Prepare	Wellbeing is embedded into the culture and fabric of our university by interweaving it through our policies, frameworks, strategic projects, decision-making, teaching and learning design, delivery, and review. The interconnection between student and staff wellbeing, the value of respectful relationships, as well as the wellbeing needs of our existing community and the needs of future students are considered.
Te Anganuitia Address	Factors that wellbeing evidence and our community identify as counterproductive to students' wellbeing are addressed and meaningfully acted upon. These are either under the responsibility of Te Herenga Waka, or externally where we can exercise Te Oranga (participation in society) and Ngā Manukura (leadership).
Te Whakamana me te Whakaara Ake Empower and Uplift	Students are empowered to participate in, and lead opportunities that enhance their personal wellbeing, taha whānau (family and social wellbeing), taha wairua (non-physical and spiritual connections, and things that give meaning and connection), toiora (physical health), and strengthen their identity and mauriora (cultural identity). Intentionally enhance our waiora (physical environment), technology, student services, and accommodation, to uplift and strengthen wellbeing and contribute to preventing poor wellbeing.
Te Mōhio, te Whakautu me te Ārahi Recognise, Respond and Refer	Our community is equipped to confidently, restoratively, and respectfully: recognise, respond, and refer students whose wellbeing, safety or behaviour is of concern, or who are at risk of harm to themselves or others. Clear pathways to support and services are provided so that students can meaningfully engage with assistance in a dignified and timely way.

TE MAHERE WHAKAHAERE

ACTION PLAN 2024-2026

The development of this Action Plan stems from the Four Key Outcomes. The Objectives and Primary Actions are based on the student and staff consultation and have been further informed by advice from student and staff leadership on direction and priorities for action, advice from wellbeing experts, research, existing Te Herenga Waka wellbeing data, and best practice exemplars.

Ki te rā has been developed to inform, guide, and empower all areas of the University to embed wellbeing into their mahi, therefore this action plan does not list all the actions that we could or will do but highlights those that have emerged as being priorities.

1. Key outcome: Embed and Prepare		
Wellbeing is embedded into the culture and fabric of our university by interweaving it through our policies, strategic projects, decision-making, teaching and learning design, delivery, and review. The interconnection between student and staff wellbeing, the value of respectful relationships, as well as the wellbeing needs of our existing community and the needs of future students are considered.		
1.1 Objective: Strengthen and showcase our approach to wellbeing to ensure it is based on evidence and best practice by sharing the bountiful wellbeing expertise we have.		
Primary actions	Deliverables	Responsibility
1.1 a) To support our culture of wellbeing, showcase and share wellbeing research and innovative approaches to enhancing the wellbeing of students and allow space for participants to reflect on applying this to their own context.	Opportunities to learn about the latest wellbeing research and innovative approaches to wellbeing are promoted through student and staff communications.	Student Wellbeing Outcomes Framework Working Group (in collaboration with academic and professional wellbeing experts)
1.2 Objective: Establish consideration of student wellbeing and the interconnection between student and staff wellbeing as a core component of our policies, strategic projects, and decisions.		
Primary actions	Deliverables	Responsibility
1.2 a) Reflect our Pastoral Care Code commitment to the wellbeing and safety of students through the implementation and review of our Health, Safety, and Wellbeing Policy and ensure alignment with Ki te rā. Review our Responding to Suicidal Behaviour by Students Policy and consider the best placement for this.	Health, Safety, and Wellbeing Policy reflects Pastoral Care Code Commitment. This is communicated to staff and students. New procedure established to responding to suicidal behaviour is communicated to staff and students.	- Health, Safety, and Wellbeing; - Legal Services; - Te Pūrengi—Student Experience and Wellbeing (as content experts)

1.2 b) During the establishment, review or revision of all University policies, major projects, and procedures, where possible and appropriate give effect to opportunities to enhance student wellbeing. Utilise the principles of Ki te rā and wellbeing expertise as needed. Include being mindful of the interconnection between student and staff wellbeing.

Guidance given to policy sponsors and project leaders to support them to incorporate student wellbeing into our policies, major projects, and procedures.

- All policy sponsors and those responsible for procedures (including academic policy and procedures);
- Major project leaders;
- Te Waikura—Academic Office;
- Legal Services

1.3 Objective: Embed wellbeing into teaching and learning design, delivery, and review.

Primary actions	Deliverables	Responsibility
1.3 a) Develop a wellbeing course content toolkit to support academic staff to incorporate wellbeing content into the design and delivery of courses and research supervision, particularly where there is a useful connection with the curriculum. Base this toolkit on the Ki te rā wellbeing principles, wellbeing research and best practice. The evidence for best practice wellbeing promotion is changing; this toolkit will be based on existing evidence and updated regularly to reflect evidence developments.	A wellbeing course content toolkit is developed and communicated to academic staff, including research supervisors. Course examples of implementation of the toolkit are showcased in the Centre for Academic Development's learning and teaching resources.	▸ Te Kōtuinga Mātauranga—Centre for Academic Development; ▸ Student Wellbeing Outcomes Working Group (as subject matter experts)
1.3 b) Equip academic staff to embed accessibility into our learning, teaching, and assessment (including in the digital environment) by providing them with advice, standards, tools, and training.	Centre for Academic Development learning and teaching guidance includes accessibility best practice.	▸ Te Kōtuinga Mātauranga—Centre for Academic Development; ▸ Te Amaru—Disability Services
1.3 c) Utilise the expertise and capacity of the Teaching-Intensive Pathway academic staff to provide advice on embedding wellbeing into teaching and learning, test initiatives and to support the implementation of initiatives across the University.	Teaching-Intensive Pathway academic staff are consulted, and their advice is incorporated into teaching and learning initiatives across the University.	▸ Director, Teaching- Intensive Pathway
1.3 d) As part of programme reviews, where possible and appropriate give effect to opportunities to enhance student wellbeing. Utilise the principles of Ki te rā and wellbeing expertise as needed.	There is evidence in programme reviews of the support for student wellbeing and how issues are mitigated.	▸ Te Waikura—Academic Office

1.3 e) Review the questions in the student feedback on courses to ensure a focus on student wellbeing and provide students with a feedback loop.	By mid2024 student feedback course question on wellbeing developed and made available for use by Course Coordinators.	▸ Deputy Vice Chancellor (Academic); ▸ Te Waikura—Academic Office
1.3 f) Periodically include ‘student wellbeing issues and opportunities’ as an agenda item at University Learning and Teaching Committee and/or Student Experience Committee, Faculty and School teaching and learning meetings.	Actions following discussion of ‘Student wellbeing issues and opportunities’ are recorded in the minutes of University Learning and Teaching Committee and/or Student Experience Committee, Faculty and School teaching and learning meetings.	▸ Teaching and learning leaders

2. Key outcome: Address

Factors that wellbeing evidence and our community identify as counterproductive to students’ wellbeing are addressed and meaningfully acted upon. These are either under the responsibility of Te Herenga Waka, or externally where we can exercise Te Oranga (participation in society) and Ngā Manukura (leadership).

2.1 Objective: Actively champion and celebrate identity and our commitment to equity and diversity.

Primary actions	Deliverables	Responsibility
2.1 a) Develop and implement highly recommended staff professional development to increase the understanding of discriminatory behaviour and support the full inclusion of equity students and our diverse student body (e.g., anti-racism, disability confidence, LGBTQIA+). Tailor this for university leaders to recognise the important role these decision makers have in implementing our commitment to equity, diversity, and inclusion.	Professional development developed and promoted to all staff and introduced at induction.	▸ EDI Steering Group; ▸ Te Pūmanawa Tāngata—Human Resources; ▸ Te Pūrengi—Student Experience and Wellbeing (as subject matter experts)



2.1 b) Support community building by taking the initiative to connect with, enable and celebrate our culturally diverse communities and student from equity groups (e.g., Māori, Pasifika, English as a Second Language, LGBTQIA+ and Takatāpui, students from a refugee background, disabled people, tangata whaikaha Māori).

Community building included in annual plans and promotion of related events and initiatives included in our main student and staff communication channels.

- Te Pūrengi—Student Experience and Wellbeing;
- Tītoko—Centre for Student Success;
- Āwhina;
- Pasifika Student Success;
- Wellington University International;
- University Recreation, Campus Operations;
- Communications Group

2.2 Objective: Respond to student expectations of course flexibility, remote access, and sustainable workloads.

Primary actions

Deliverables

Responsibility

2.2 a) Meet the needs of students who need to access key course content remotely due to sickness, disability, work and whānau commitments, or studying by distance.

Information about how to access course content remotely, if needed, is communicated to future and current students in advance of course commencement, during orientation, and as it progresses.

- Te Waikura—Academic Office;
- Te Kōtuinga Mātauranga—Centre for Academic Development;
- Course Coordinators;
- Tītoko—Student Success Advisors;
- Te Amaru—Disability Services;
- Te Haumiri-International Student Experience;
- Wellington University International

2.2 b) Address the issues of assessment clusters and the lack of transparency and coordination of assessment information.

The assessment sub-committee of learning and teaching committee consider this issue with urgency and make a recommendation to the University Learning and Teaching Committee.

Key assessment information including dates is communicated to students in course information in advance of course commencement and Associate Deans have visibility on this.

- Assessment Sub-Committee of Learning and Teaching Committee



2.2 c) Enhance the consistency of approaches to course expectations, deadlines, and extensions which consider students' contexts including wellbeing, equity needs, employment and whānau obligations, and avoid requiring evidence of personal circumstances.

The Assessment Handbook is actively applied to provide clarity on the consistency of expectations across different courses and faculties and addresses inconsistencies.

- ▶ Associate Deans (Academic or Learning and Teaching)

2.3 Objective: Reduce harm through addressing campus safety and contributing to city safety.

Primary actions

Deliverables

Responsibility

2.3 a) Take preventative action to establish a culture that promotes respectful intimate relationships, recognises the precursors to sexual harm, and supports drug and alcohol harm prevention, particularly in Halls of Residence and during Orientation.

Halls of Residence staff are trained in the Pastoral Care Code and are equipped to recognise the precursors to harm and to support a safe culture in Halls of Residence.

Orientation communication includes alcohol free events and drug testing information.

- ▶ Te Kopanga—University Accommodation;
- ▶ Te Aka Tauira—VUWSA;
- ▶ Mauri Ora (Student Support Coordinators);
- ▶ Tītoko - Student Transition and Orientation team

2.3 b) Design and modify spaces that prevent accidental or deliberate harm to self or others through using the 'Safety in Design' process for our built environment; this considers and incorporates within the design process the wide range of variables including, for instance: access, physical comfort, and wellbeing and includes early, and ongoing, stakeholder consultation.

The development of our new or modified spaces incorporates consideration and implementation of prevention measures for accidental or deliberate harm.

The University's site risk assessment for means restriction is refreshed and actively implemented.

- ▶ Property Services;
- ▶ Health, Safety, and Wellbeing

Redoing the University's site risk assessment for means restriction for suicidal behaviour and incorporate this into our built environment.

2.3 c) Actively collaborate to influence the wider safety of the city, particularly through strengthening the role we play in the Pōneke Promise.

Active collaboration with Wellington City Council and other Pōneke Promise stakeholders is sought to productively address city and campus safety concerns.

- ▶ Te Aka Tauira—VUWSA;
- ▶ Director, Campus Operations;
- ▶ Chief Operating Officer



2.4 Objective: Play our part in influencing and mitigating the cost of living.

Primary actions	Deliverables	Responsibility
2.4 a) Use our influence and relationships to advocate with local and central government to progress to permanent free public transport fares due to the benefits for engagement, cost of living, climate change.	Collaboration with Wellington City Council and Greater Wellington Regional Council is undertaken and University's position on the value of free public transport fares for students is made clear.	▸ Te Aka Tauira—VUWSA; ▸ Toitūroa—Sustainability
2.4 b) Maintain collaboration between the University and Te Aka Taurā—VUWSA to provide free public transport between campuses, food packages for those experiencing hardship and free/subsidised menstrual products. Take opportunities to make nutritional, reasonably priced, food readily available (including in vending machines).	Free inter-campus bus passes, food packages for those experiencing hardship, and free/subsidised menstrual products are maintained.	▸ Te Aka Tauira—VUWSA; ▸ Chief Operating Officer

2.5 Objective: Support our community's understanding of the impacts of climate change and their ability to take adaptive and preventative climate change action.

Primary actions	Deliverables	Responsibility
2.5 a) Promote strategies for students to cope with climate change grief and concern.	Events and resources promoted through student communication.	▸ Toitūroa—Sustainability; ▸ Manawa Ora—Student Wellbeing; ▸ Communications Group
2.5 b) Promote participation opportunities for students, including those on leadership programmes, to mitigate climate change both through individual personal action and through influencing change.	Opportunities promoted through student communication.	▸ Toitūroa—Sustainability; ▸ Student leadership programmes
2.5 c) Actively communicate how Te Herenga Waka is taking action to understand, adapt to, and mitigate climate change through our academic research and projects.	Profile academic climate change research and media.	▸ Toitūroa—Sustainability; ▸ Communications Group



2.6 Objective: Use our influence to address local and national government level decisions that affect the wellbeing of our community.

Primary actions

2.6 a) Utilise our academic, professional and student wellbeing expertise and experience of the University to contribute a voice on wider societal decisions that impact student wellbeing.

Deliverables

Examples of utilising our influence included in student communication.

Responsibility

- Te Hiwa

3. Key outcome: Empower and Uplift

Students are empowered to participate in, and lead, opportunities that enhance their personal wellbeing, taha whānau (family and social wellbeing), taha wairua (non-physical and spiritual connections, and things that give meaning and connection), toiora (physical health), and strengthen their identity and mauriora (cultural identity). Intentionally enhance our waiora (physical environment), student services, and accommodation, to uplift and strengthen wellbeing and contribute to preventing poor wellbeing.

3.1 Objective: Equip students to understand and enhance their wellbeing and realistically inform them of the challenges they may experience and the support available.

Primary actions

3.1 a) Provide a wellbeing kete of information and resources for all students including: the foundations of wellbeing literacy and practical actions students can take, ways to self-assess wellbeing, the challenges they may experience, training in harm prevention, services available, after-hours services, and how to access support in the transition to employment.

Design and locate this wellbeing kete so that it is readily accessible and introduce it to students as early as possible, including at orientation.

Actively promote the wellbeing kete to all students and regularly remind students of it.

The evidence for best practice wellbeing promotion is changing; this kete will be based on existing evidence and updated regularly to reflect evidence developments.

Deliverables

Preventative wellbeing package (kete) established and introduced to all students, prioritise this initiative for current students and during development consider if aspects of it should be extended to future students.

Responsibility

- Student Wellbeing Outcomes Framework Working Group;
- Tītoko;
- Āwhina;
- Pasifika Student Success;
- Te Pūrengi—Student Experience and Wellbeing;
- University Recreation, Campus Operations;
- Faculty of Graduate Research

3.2 Objective: Promote opportunities for students (both to participate in and guide) that enhance their wellbeing.

Primary actions	Deliverables	Responsibility
3.2 a) Across student services provide a suite of quality, evidence-based opportunities (including those that are peer led) for students to enrich their understanding of ways to enhance their wellbeing, prevent harm, and make social connections. Connect the promotion and delivery of these opportunities to students' academic studies wherever possible. Intentionally ensure opportunities reach students from equity groups, and international students.	Opportunities communicated in student communications, including communication tailored for equity and diverse students. Initiatives reporting in Te Pūrengi annual reporting. Provide course coordinators collateral to use in their courses to promote the availability of student services.	▶ Te Pūrengi—Student Experience and Wellbeing; ▶ Āwhina; ▶ Pasifika Student Success; ▶ Tītoko—Centre for Student Success; ▶ In collaboration with Course Coordinators
3.2 b) Offer students (including those with lived experience of mental distress) opportunities to provide advice on Student Wellbeing Outcomes Framework initiatives to inform the implementation of the Student Wellbeing Outcomes Framework, ensure students are recognised for their time.	Opportunities to provide advice on Student Wellbeing Outcomes Framework initiatives included in student communication and advice considered by Student Wellbeing Outcomes Framework Working Group.	▶ Student Wellbeing Outcomes Framework Working Group

3.3 Objective: Uphold and enhance the delivery of quality student services to ensure they are effective, timely, relevant, and sustainable.

Primary actions	Deliverables	Responsibility
3.3 a) Consistently and regularly promote the wellbeing support that is available for students through student services in a way that is as systemic as possible and avoids students having to opt into the communication. Be particularly mindful to include visibility of the support for post graduate students.	Student awareness of student services wellbeing support increases (Have Your Say Survey).	▶ Te Pūrengi—Student Experience and Wellbeing; ▶ Communications Group; ▶ Tītoko; ▶ Faculty of Graduate Research; ▶ Chief Operating Officer

3.3 b) Increase the availability of wellbeing support at Te Aro Campus with Faculty and student leadership.	Awareness of student services by Te Aro students increases (Have Your Say Survey).	▸ Te Pūrengi—Student Experience and Wellbeing; ▸ Āwhina; ▸ Pasifika Student Success; ▸ Tītoko—Centre for Student Success; ▸ University Recreation, Campus Operations
3.3 c) Ensure timely, reasonable mental health support is available by: Continuing to implement measures to utilise our existing mental health support workforce effectively and channel demand to the most effective support. Actively manage staffing levels to ensure services can provide sustainable levels of support. Make information about the timeframes for health and counselling appointments readily available to staff and students. Increase communication of alternative mental health support (such as online resources, text counselling) when wait times for health and counselling appointments are longer than usual. Do this in advance of known peak periods.	Wait times for Mauri Ora-Student Health and Counselling are actively managed to reasonable levels and transparently communicated. If appointments cannot be made suitably, then alternative mental health support options are engaged.	▸ Te Pūrengi—Student Experience and Wellbeing; ▸ Communications Group
3.3 d) Increase the promotion of an accessible array of opportunities for students to understand and enhance their physical health and support their social, cultural, and spiritual needs (clubs, sports, fitness), ensuring close connectivity across student services teams.	Awareness and usage of University Recreation increases (Have Your Say Survey).	▸ University Recreation, Wellington; ▸ Communications Group

3.4 Objective: Implement the Pastoral Care Framework: Procedure and Guidance for University Accommodation, ensuring close connectivity with the wider University.

Primary actions

3.4 a) Setting students up for success: set accurate expectations and get to know residents as individuals.

Structured pastoral care: implement the structured University Accommodation Pastoral Care Framework to support students according to individual need.

Responding to support needs: respond to a student as a whole person including their whānau and ensuring a joined-up approach with the university.

Deliverables

The University Accommodation Pastoral Care Dashboard is used to monitor emerging risks, ensure continuity of care, and monitor for proportionate and consistent interventions.

Responsibility

- Te Kopanga—University Accommodation

3.5 Objective: Provide a physical environment that enhances and supports the wellbeing of students.

Primary actions

3.5 a) Actively promote the Safety in Design Process and associated Deliverables to create spaces that support student wellbeing.

Emphasise the purposeful wellbeing aspects of our spaces with student and staff consultation and communication.

Utilise wellbeing expertise to deliver the best and well considered outcomes.

Deliverables

Intentional wellbeing elements are incorporated into new or modified spaces during the design process.

University student and staff communication includes examples of the connectivity between our built spaces and wellbeing.

Responsibility

- Property Services;
- Communications Group;
- Health, Safety, and Wellbeing (as subject matter experts)



3.6 Objective: Provide accessible technology that enhances and supports the wellbeing of students.

Primary actions	Deliverables	Responsibility
3.6 a) When we are identifying and provisioning technology, ensure that this is accessible and wherever possible supports the wellbeing of students. Utilise wellbeing expertise to inform best practice. Utilise guidance from Learning and Teaching Committee (Learning Environments Advisory and Planning subcommittee).	Initiatives reported on in Digital Solutions Roadmap annual reporting.	▶ Te Tai Matihiko—Digital Solutions; ▶ Learning Environments Advisory and Planning subcommittee of Learning and Teaching Committee (as subject matter experts)

4. Key Outcome: Recognise, Respond, and Refer

Our community are equipped to, confidently, restoratively, and respectfully, recognise, respond, and refer students whose wellbeing, safety, or behaviour is of concern; or who are at risk of harm to themselves or others. Clear pathways to support and services are provided so that students can meaningfully engage with assistance in a dignified and timely way.

4.1 Objective: Equip our community to, confidently, restoratively, and respectfully, recognise, respond, and refer students whose safety or behaviour is of concern, or who are at risk of harm to themselves or others.

Primary actions	Deliverables	Responsibility
4.1 a) Continue to implement Recognise, Respond, and Refer communication material and training across the University. Highly recommend this training to all staff at induction. Faculty and Central Service Unit leadership to encourage staff to attend this training. Consider the connectivity of the Recognise, Respond and Refer training with the suicide prevention training provided by Human Resources to ensure we are providing consistent and clear guidance for staff.	Percentage of staff that have completed Recognise, Respond and Refer professional development.	▶ Te Pūrengi—Student Experience and Wellbeing; ▶ Te Pūmanawa Tāngata—Human Resources; ▶ Faculty and Central Service Unit leadership



4.2 Objective: Enhance the capability, coordination and sustainability of our services who are designated to respond to students who are at risk of harm to themselves or others.

Primary actions	Deliverables	Responsibility
4.2 a) Develop clear and coordinated risk management approaches and processes to effectively respond to students at risk of harm to themselves or others using professional best practice in a sustainable and safe way. Equip all health and allied health professionals and those responding to student risk in a professional capacity with the knowledge, guidance, and professional supervision to confidently respond.	Developments reported on in Te Pūrengi annual report.	- Te Pūrengi— Student Experience and Wellbeing; - Te Kopanga—University Accommodation; - Health, Safety, and Wellbeing (as advisers on risk management approach)

4.3 Objective: Ensure we have clear, restorative, trauma informed complaints processes that prioritise the wellbeing and safety of those who have experienced harm, bullying, and discrimination.

Primary actions	Deliverables	Responsibility
4.3 a) Complete work to establish comprehensive, accessible complaints processes and empower students who experience harm, bullying and discrimination to feel comfortable and confident accessing these.	Student feedback on complaints processes shows that students are confident accessing this.	Te Pūrengi— Student Experience and Wellbeing

4.4 Objective: Ensure we have strong data on the level of harm to self or others in our community, and students who die by suspected suicide, to enable us to aspire to a future where there is no suicide at Te Herenga Waka.

Primary actions	Deliverables	Responsibility
4.4 a) Complement the existing reporting on health, safety and wellbeing that is submitted to Te Hiwa and Council with pan-University data and reporting on serious student harm to self or others, and possible University related situational distresses. Identify themes that emerge from this reporting and take action to address the drivers of these that are within the University's responsibility.	Monthly reports to Te Hiwa and Council on student harm to self or others including numbers, times of year, possible university related situational distresses. Six monthly reports to Student Wellbeing Outcomes Framework Working Group, Student Experience Committee, and Risk Oversight Group on themes that emerge from complaints and concerns received on wellbeing, safety, and behaviour.	- Te Pūrengi—Student Experience and Wellbeing; - Health, Safety, and Wellbeing; - Te Kopanga—University Accommodation; - Student Wellbeing Outcomes Framework Working Group; - Student Experience Committee; - Risk Oversight Committee

4.5 Objective: Genuinely and purposefully support the welfare of our community following a critical incident, including death.

Primary actions

4.5 a) Follow critical incident and postvention best practice (that incorporates appropriate tikanga) to ensure proactive offers of support are provided to individuals impacted, including access to professional services and professional debriefing of responders.

Deliverables

Our response to critical incidents, including death, is comprehensive, needs-based and both considers and prevents further harm.

Responsibility

- Te Pūrengi—Student Experience and Wellbeing;
- Te Pūmanawa Tāngata—Human Resources
- Director, Campus Operations





VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

**CAPITAL
THINKING.
GLOBALLY
MINDED.**

MAI I TE IHO KI TE PAE